To Translate and Adapt a text with Long Sentences

With Focus on Readability

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Abstract
When translating from English into Swedish long sentences may be a problem. In this paper an academic text with long sentences and an abstract content is translated and adapted for a larger target reader group. The strategies used in this process of translation and adaptation to make the text more readable are analysed regarding changes in sentence structure, noun phrases and connectors. The terminology of Vinay and Darbelnet’s theoretical model for translation strategies is used to describe some of the changes found. Transposition, such as changes from nouns to verbs and modulation, such as changing from abstract to concrete are frequently used strategies in the process of making the translation adapted for new readers. Furthermore, long sentences have been broken into two or more shorter ones and in this process the importance of connectors has increased to keep the information together. To see the effects of the changes LIX and the ratio between number of nouns and verbs have been used. The LIX value decreased from 64 till 56 for the whole text and the noun verb ratio decreased in all the sentences analysed.

Keywords
Translation, adaptation, readability, sentence structure, noun phrase, connectors, LIX
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1 Introduction

This paper deals with the translation and adaptation of a text with long sentences for a wider group of readers. There are different reasons for writing long sentences and the American writer Anne McCaffrey might have found one: *But I will say that living in Ireland has changed the cadence and fullness of speech, since the Irish love words and use as many of them in a sentence as possible.* If this holds for Northern Ireland, it is not clear, but the Northern Irish text in focus here, indeed, contains many long sentences. In literature a sentence could be one single word and sometimes half a page. A famous sentence opens Charles Dickens’s novel *A tale of two cities*:

> It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, ...it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to heaven, we were all going direct the other way - in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

This skilfully constructed sentence comprises 120 words, and it is not the longest one found in his work. In non-fiction, especially in official texts, in legal writing and in academic texts, long sentences are common. One reason for this, other than love of words and beautiful language constructions, may be the writing traditions in these areas and a wish to avoid misinterpretation of the text, especially in legal writing.

However, the sentence length is regarded to influence the level of difficulty of a text, and style manuals and writing guides for informative texts often recommend sentences to be short and simple (e.g. Rubens 2001:34). In the Northern Irish text translated for this study the average sentence length is slightly more than 31 words and, below, an example from the text is presented:

> If this is the case it is essential to try to obtain as clear an understanding as possible of the roles and attitudes of different social, economic and geographical sub-groups across Northern Ireland in order to begin to piece together the complex jigsaw of expectations, antagonisms and alliances from which new structures will have to be built.

It is a long sentence, and comprises other difficulties as well, such as long abstract words of foreign origin, long noun phrases, non-finites and passive voice. It is important that the
translator makes well thought out choices when making it more readable and, at the same time, it is vital not to underestimate the new readers. Rune Ingo says that when translating a text four aspects need to be considered to produce a working target text; they are style, semantics, pragmatics and grammatical structure and the translator has to take situational factors into consideration (2007:15). The reader of the translated text is such a situational factor and if differences in background and knowledge differ considerably between the reader of the source text and the reader of the target text, these differences must be taken into consideration (Ingo 2007:16).

1.1 Aim

The aim of the present paper is to analyze how an academic text with long sentences can be adapted for a larger target reader group, when translating it from English into Swedish. Focus will be on readability, and the adaptation of the following aspects:

(i) Sentence structure  
(ii) Noun phrases  
(iii) Connectors

1.2 Material and method

The source text (henceforth ST) is a Professorial lecture given by Valerie Morgan at the University of Ulster in 1995. Thus, it has probably been written as a manuscript for an oral speech. We do not know if it is rewritten or revised after that. A Professorial lecture is usually given in connection with a new post as Professor, and we may assume that the listeners are colleagues, students, teachers and other people probably fairly familiar with the current subject. In a speech you could emphasize different parts of it, and you could repeat and rephrase parts if needed. In addition, after such a lecture, there is often a discussion concerning what is said. Here, we have the text only.

The purpose of the ST is probably to say something important from the research area the author is working in. Maybe she has to convince an evaluation team that she is worthy of the new post. The text is about the situation in Northern Ireland and the roles of women in the

The source text’s intended reader (or listener) is probably used to formal texts and the style of academic texts. In addition, most of them live in Northern Ireland and have their own experiences of the violent conflict and its effects. They are familiar with the culture and history of Northern Ireland and many of them probably also know the author and her work well.

Regarding the linguistic nature of the ST, the text includes many long sentences and a relatively abstract content. The proportion of long words is high, but with few technical words. The style of the text is formal, impersonal and objective and there is not much of figurative language. Furthermore, it has several minor errors, such as missing or misplaced commas and full stops, repetition of words e.g. *the the*, and in some places there are unclear references.

The target text (henceforth TT) is created to be read as a chapter of a book about conflicts and peacemaking around the world, and to be used in higher education at Swedish Universities. Accordingly, the reader of the TT is a student or someone interested in this specific problem. Academic language may be new to the reader. Furthermore, the reader of the TT is not especially familiar with the specific conflict in Northern Ireland and the effects of the violence on individuals or on society as a whole. So the task is to translate this abstract text with many long sentences and to adapt it for a Swedish reader.

The idea of the TT is a text which includes the same content as the ST as far as possible, but with the level of abstraction slightly decreased, and a sentence structure and text structure which are more accessible for the reader compared to the ST. Of course, the style of the text will change somewhat if the sentence structure and level of abstraction are changed, but the text should have the same impersonal style and it should be objective in the same way as the ST.

Now the methods will be described. First, an English text with overly long sentences was translated into Swedish, and second, the strategies employed in the TT to make it work for new target readers were identified and categorized.

For the translation of the text, different dictionaries were used. They were, for example, Norstedts engelsk-svensk ordbok, WordFinder, online dictionaries, such as Cambridge Dictionaries Online and Oxford English Dictionary. Furthermore, different search
engines on the Internet were used, such as Google, especially for combinations of words and expressions. Parallel texts have not been used to any larger extent, since the difficulties of this text were of a linguistic nature.

To analyze the result different grammar books, the book *Academic writing* by Lennart Björk and Christine Räisänen (2003), Vinay and Darbelnet’s theoretical model for translation strategies as described in *Introducing translation studies* by Munday (2008:56–60), The Oxford English Dictionary, Svenska Akademiens Ordbok, the readability index LIX and the noun verb ratio, were used. Vinay and Darbelnet’s model, LIX and the noun verb ratio will be explained in more detail in the theoretical background.

In the analysis, the references mentioned in the ST and in the list of references are not included in the total number of words. The references in the text are, however, included in the TT. In the analysis, the evident faults in the ST are ignored, since the focus of this study is not the faults of the text.

When the readability index, LIX, was used, the headlines and all the references to other texts and authors were removed.
2 Theoretical background

In this section, two main topics will be discussed in more detail, first, different aspects of readability and second, a few concepts of interest for this paper from the Vinay and Darbelnet’s theoretical model for translation strategies.

2.1 Readability

We often have an intuitive feeling of the readability of a text, but what is readability and how is it measured? In the Oxford English Dictionary online (OED, 2012), readability is defined as “The ease with which a text may be scanned or read; the quality in a book, etc., of being easy to understand and enjoyable to read”. In *The Principles of Readability* by William H. DuBay there are a few more definitions mentioned, for example: “the ease of understanding or comprehension due to style of writing” by George Klare (2004:3). Others define readability as something associated to a certain group of readers i.e. they focus on reading skill, prior knowledge, and motivation (DuBay 2004:3). This abstract concept is not easy to grasp; it could comprise very different aspects of reading, and consequently, it is not easy to measure in any simple way.

However, different factors have been used to measure readability, such as ‘speed of perception’, ‘the reflex blink technique’, ‘speed of reading’ and ‘eye movements’ (Readability 2012). However, these are factors not easily measured outside a research room. Another way to measure the readability of a text is to use formulas for readability. There are many such formulas (DuBay 2004, Readability 2012), and in Sweden the readability index LIX, developed by Carl-Hugo Björnsson (1968:214 pp), is the most used readability index for Swedish texts (LIX 2012). It is calculated as follows: average sentence length added to percentage of long words in the text. A word is considered long if it consists of more than 6 letters. These calculations have to be put in perspective, and according to the LIX tools for calculations of readability (LIX 2012), a calculated value less than 30 corresponds to children’s books i.e. very easy to read. If the value is between 30 and 40 the text is regarded as easy to read, for instance fiction or popular magazines. If it is between 40 and 50, the text is of average difficulty, corresponding to normal newspaper text. If it is between 50 and 60, the text is regarded difficult and it is a typical value of official texts. If the text exceeds 60 it is regarded as very difficult, officialese. However, it is important to realize that a value
calculated from a readability formula is only a rough estimate of the degree of difficulty of a text (DuBay 2004:20).

However, readability is not only the length of sentences and words. Common advice for writing a readable text is to use simple sentences, to use short and familiar words, to use active voice and present tense etc. (e.g. Bailey 1996:9–24, Björk and Räisänen 2003:195–201, Rubens 2001:33–61). In this paper, sentence structure, nouns and connectors are in focus.

2.1.1 Sentence structure

In literature, a sentence could be a single word or it could be half a page, as said in the introduction. In simple terms, a sentence starts with a capital letter and ends with a full stop, and this also includes the single word sentence. However, Greenbaum and Quirk says that a complete sentence contains at least a subject and a predicate (2007:12–13). In the English language there are four sentence types, first, ‘the simple sentence’, which contains one independent clause, second, ‘the compound sentence’, which contains two or more independent clauses, third, ‘the complex sentence’, which contains one independent clause and one or more dependent clauses, and four, ‘the compound/complex sentence’, which contains two or more independent clauses and one or more dependent clauses (Rubens 2001:66). To increase readability simple sentences are recommended (Rubens 2001:34).

There are often differences between languages in sentence structure, which also must be considered in a translation. The English language uses more embedded clauses and the Swedish language uses more complete clauses (Ingo 2007:176). However, variation in sentence length is crucial for enjoyable reading and Björk and Räisänen says “Too many long sentences, one after the other, make for heavy reading. Too many short ones in a row make the text ‘choppy’ and boring” (2003:198).

2.1.2 Noun phrases

A ‘noun phrase’ is “a phrase with a noun as its head” (Biber 2002:41). In many guidelines for better writing you are recommended to limit the use of abstract nouns and preferably replace nouns with active verbs (e.g. Björk and Räisänen 2003:198; Rubens 2001:67, 81). In the English language, there is for example a higher frequency of nominalizations compared to the
Swedish language (Ingo 2007:176). Thus, if we are to translate in a correct way and adapt for a wider group of people, the differences regarding noun phrases in the ST and the TT should be noticeable.

One way to evaluate the changes regarding noun phrases made in the process of translating and adapting the text is to use the ratio between the number of nouns and the number of verbs in the texts. This indicates how information-rich a text is and how difficult it is to read. This measure is called “enkel nominalkvot” in Swedish. For comparison, ordinary Swedish newspaper texts have an average value of 1.63, school books 1.85 and speech 0.54 (Einarsson 1978).

2.1.3 Connectors

The fact that different pieces of information are connected can be understood through different devices in the language. To keep it inside one sentence is one way, and to connect the pieces of information through different connectors is another. There are many different ways to connect different parts of a text, for example; repetition of key words or phrases, the use of synonyms for such key words, the use of pronouns as substitutes, and the use of connective words at the beginning of sentences, such as furthermore, however, similarly, first, second, accordingly etc. (Björk and Räisänen 2003:173–175). Differences between the ST and the TT in the use of connectors will be commented on in the analysis.

2.2 A presentation of the translation model used

The work of the translation theorists Vinay and Darbelnet is described by Jeremy Munday (2008:56–60). When making a comparative stylistic analysis between English and French, Vinay and Darbelnet identified different translation strategies. Their theoretical model for translation strategies is used to classify the translation strategies found in the analysis of the TT.

In this theoretical model there are two general strategies: ‘direct translation’ and ‘oblique translation’ (Munday 2008:56–57). Direct translation involves three procedures – ‘borrowing’, ‘calque’ and ‘literal translation’. This general strategy is most common between related languages and cultures and of course much used in the translation of the ST. First, borrowing implies that a word from the ST is used in the TT without changes. Second, calque
implies borrowing of an expression or a structure, and third, literal translation implies a word-for-word translation. However, these direct strategies are not much discussed here since their uses are relatively uncomplicated in this particular work of adaptation for new readers.

Oblique translation comprises four procedures: “transposition”, “modulation”, “adaptation” and “equivalence” and Vinay and Darbelnet says that these strategies must only be used when literal translation is not possible (Munday 2008:57). Transposition is a common structural change and probably the most used by translators. Transposition implies “a change of one part of speech for another without changing the sense”, e.g. a verb is changed into a noun, or an adverb is changed into a verb (Munday 2008:57). Modulation “changes the semantics and point of view of the SL” for example an abstract word is changed into a concrete one, active voice is changed into passive, and cause is changed into effect etc. (Munday 2008:57).

These procedures mentioned work on different levels: the lexicon, the syntactic structures and the message. And above word level is ‘word order’ and ‘thematic structure’ (Munday 2008:59), and connectors, such as cohesive links, deixis and punctuation (Munday 2008:59). ‘Cohesive links’ are for example words like however, then, moreover, also, accordingly, thus, besides etc., and ‘deixis’ is when you need contextual information to understand a word or an expression, for example this, she, there, yesterday. Finally, punctuation marks indicate how the text is structured.
3 Analysis

In this section, the focus will be on strategies used to adapt an academic text with long sentences for a larger target reader group, when translating it from English into Swedish. Different aspects of language influencing the readability of texts, mainly sentence structure, nouns phrases, and connectors are emphasised. Five long sentences from the text will be used to exemplify strategies used in the translation and adaptation process.

We will also compare the source text with the target text by means of LIX, a well established index of readability (see section 2.1), and with the ratio between the number of nouns and the number of verbs (see section 2.1.2) in the five examples.

However, this section starts with a short statistical comparison between the source text and the target text (Figure 1). The total number of words is somewhat lower in the TT (4431), than in the ST (4648). Usually, it is the other way around, and there are several reasons for a translated text to be wordier then the original text. One reason is additions and explanations of phenomena not well-known in the target language (TL). Another one is if there is no direct corresponding expression in the TL. For example, if the English word *grandparents* is to be translated into Swedish, it might become *mor- och farföräldrar* and the Swedish word *mormor* might become *grandmother on the mother’s side or maternal grandmother or mother’s mother*. In all cases, the translated expression is wordier than the original. In the case of this particular text, the ST does not contain many technical words, and only few culture bound expressions or names. Many words are abstract and of international use; e.g. the expression *stereotyped and potentially divisive attitudes* is translated into *stereotypa och potentiellt splittrande attityder* (from the example sentence 3 below), and there is no need to add more words.

The percentage of long words is almost similar in the texts, and the average sentence length has decreased in the TT, by slightly more than 8 words per sentence (Figure 1).
Figure 1. Statistical information about the two texts, the English source text and the Swedish target text. In total the ST consists of 4648 words and the TT of 4431, number of long words (>6 letters) was 1541 in the ST, and 1467 in the TT. The number of sentences in the ST is 149, and in the TT, it is 194.

In section 3.1 – 3.5, five sentences from the ST and the corresponding sentences from the TT are analysed and discussed.

3.1 Sentence 1

In the ST, the following complex sentence includes 49 words:

For example in education the establishment of programmes such as ‘Education for Mutual Understanding’ and ‘Cultural Heritage’ and their inclusion in the statutory curriculum reflect a belief in the premise that contact with and understanding of ‘the other’, especially amongst children and young people will help to reduce violence.

Till exempel när det gäller utbildning har man infört kurser i syfte att öka kunskapen om och förståelsen för varandras kulturer. Att man har gjort dem obligatoriska speglar en övertygelse om att kontakt med och förståelse för ”de andra”, speciellt bland barn och unga, kan leda till minskat våld.

Line 273–276 in the ST Line 272–275 in the TT

In the TT this sentence has been split into two sentences with 21 and 30 words respectively. The subject in the ST sentence consists of two coordinated parts, first, the noun phrase the
establishment of programmes such as ‘Education for Mutual Understanding’ and ‘Cultural Heritage’ and second, the noun phrase their inclusion in the statutory curriculum. The divide into two sentences emanates from this coordinated subject. In the first TT sentence the pronoun man is used as subject and the noun phrase the establishment is changed into the verb phrase har infört. The subject in the second sentence in the TT is changed from the noun phrase their inclusion in the statutory curriculum to a subclause Att man har gjort dem obligatoriska. In other words, there have been changes from noun phrases into active clauses i.e. transpositions, according to the theoretical model of Vinay and Darbelnet. The change concerning the subject is a modulation since it changes the point of view. Here, another possibility could have been to use a passive construction ... när det gäller utbildning har kurser införts i syfte att [...] och att det har gjorts speglar en övertygelse... However, passive constructions are regarded as making texts hard to read, so the alternative with active voice was preferred. The LIX value of this single ST sentence is 88 and the corresponding value for the TT sentences is 49.

The noun phrase their inclusion in the statutory curriculum has been translated into a clause as said above. The alternative use of the word läroplan was never an option, since the association to the Swedish school system is too strong. However, the author writes about children and young people, so it is assumed that it concerns the compulsory school for children, and the rephrasing into gjort dem obligatoriska was chosen. This is a modulation according to Vinay and Darbelnet.

Another long noun phrase ’Education for Mutual Understanding’ and ‘Cultural Heritage’ has been translated and paraphrased into kurser i syfte att öka kunskapen om och förståelsen för varandras kulturer. Thus, a long noun phrase has been translated into another long noun phrase in the TT. However, the highly abstract nouns and adjectives have been changed into more everyday words i.e. modulations, and by that the sentence has become easier to read.

If we divide the number of nouns with the number of verbs in the sentences, the result is 4.25 in the ST and 1.67 in the TT. In Sweden, newspaper texts have on average 1.63 (see section 2.1.2). In the ST there are 17 nouns and 4 verbs. In the TT, there are 15 nouns and 9 verbs. So the ratio is more balanced in the TT.
In the case of connectors, the pronoun *man* is used both in the first and second TT sentence for the same referent. Furthermore, the pronoun *dem* is referring to *kurserna* mentioned in the first sentence. This connects the two sentences effectively.

To sum up, shorter sentences and more linking devices have been used to increase readability. Several noun phrases have been changed into clauses with active verb i.e. transpositions. Two expressions have been paraphrased to be easier to read i.e. modulations. The changes have resulted in lower LIX value, and the ratio between nouns and verbs has decreased.

### 3.2 Sentence 2

In the ST, the following compound sentence has 49 words:

> Of course there are many cases in which groups do actively try to develop contacts but practical problems of finding acceptable neutral venues, knowing how to establish the first links, lack of mobility and limited resources pose serious problems and the fear of failure is itself a serious inhibitor.

In the TT this sentence has been split into four parts, into sentences with 19, 20, 12 and 12 words, respectively. The average sentence length is 15.75 words. The ST sentence consists of three main clauses. The first one is: *there are many cases in which groups do actively try to develop contacts*, followed by two main clauses including obstacles for the information stated in the first one. The second main clause mentions a range of *practical problems*, and the third one mentions another type of problem, viz. the *fear of failure*. The first sentence of the TT excerpt consists of the first main clause together with a short “summary” of the content in the other two ST main clauses: *det finns hinder av olika slag*. This is short for *pose serious problems* from main clause two and *is [...] a serious inhibitor* from main clause three. They are both placed at the end of each clause. In the TT, the other three sentences describe the problems. Sentence two and three include the range of *practical problems* mentioned, and the last sentence include the *fear of failure*. The information in the TT is presented in the same
order as in the ST, except for the information put in the topic sentence: *det finns hinder av olika slag*. The LIX value has decreased from 86 in the ST to 51 in the TT.

The long noun phrase *practical problems of finding acceptable neutral venues, knowing how to establish the first links, lack of mobility and limited resources* has been changed into two sentences with active verbs: *Det kan vara praktiska problem som...* and *Andra praktiska svårigheter kan vara att...* Furthermore, the noun phrase *lack of mobility* has become the clause *rörligheten är bristfällig*. All changes are transpositions. The ratio between the number of nouns and the number of verbs has decreased from 1.5 to 0.87.

One sentence has in the TT become four sentences. When translating from one language into another, changes are inevitable, but when the sentence structure is radically changed, as here, it is an important task to keep the text together in other ways. Here, this is accomplished through plain organisation of the text. A topic sentence to start with, and then, clear linking and references in the text is holding it together. For example, the pronoun *Det* is anaphorically referring to *hinder av olika slag*. In the next sentence *Andra problem* is used, and that connects to the problems mentioned in the sentence before. Note also the repetitive use of *kan vara* in sentence two and three. The fourth sentence starts with *Dessutom* to further link the information in this sentence to *olika slags hinder* in the topic sentence. This organisation and linking of the text results in more words in the TT compared to the ST, but hopefully the TT is easier to digest.

To sum up, one sentence in the ST has become four in the TT. The noun phrases have decreased in the TT and clausal solutions have increased i.e. transpositions. The connectors have an important role in holding the text together and they are more numerous than in the ST.

### 3.3 Sentence 3

In the ST, the following compound/complex sentence includes 48 words:

Here their wish to protect their families and particularly their children from violence frequently impels them towards peacemaking but this desire often co-exists with a commitment to preserve and transmit their own culture which may

Deras önskan att skydda sina familjer – och särskilt barnen – från våld är ofta det som driver dem till fredsmäkling. Denna önskan finns dock ofta sida vid sida med en vilja att bevara och föra vidare den egna kulturen, vilket kan leda till att
lead them consciously or unconsciously to pass on stereotyped and potentially divisive attitudes. 

de, medvetet eller omedvetet, överför stereotypa och potentiellt splittrande attityder.

In the TT this sentence has been split into two sentences with 19 and 34 words respectively. The ST sentence consists of two coordinated main clauses, the last one including a subclause, and the divide is made between the main clauses. Few changes are made in the sentence structure since both clauses are complete, i.e. no changes of subject etc. However, the LIX value changes from 88 in the ST to 48 in the TT due to the shorter sentences.

In this sentence, the percentage of long words has decreased from 39.58 in the ST to 20 in the TT and the ratio between the number of nouns and the number of verbs has decreased from 1.125 to 1.0.

In the ST, the two main clauses are coordinated by the word but. This is not translated into men in the TT, but into the linking word dock, and it is not initially placed in the second sentence. However, dock shows that the information in the second main clause opposes the information in the first one in the same way as but does in the ST. To further link the sentences, the second sentence starts with Denna önskan referring back to their wish in the sentence before.

To sum up, one sentence in the ST has become two in the TT and the proportion of long words has decreased considerably in the TT.

3.4 Sentence 4

In the ST, the following compound sentence includes 33 words:

The impact of all this activity on conflict reduction and improved community relations is difficult to evaluate but it seems likely that a number of forces still limit its contribution to cultural peacemaking.

Det är svårt att bedöma om all denna aktivitet leder till minskade konflikter och förbättrade relationer i samhället. Det verkar dock troligt att många olika krafter fortfarande begränsar dess bidrag till fredsmäkling på ett kulturellt plan.

To sum up, one sentence in the ST has become two in the TT and the proportion of long words has decreased considerably in the TT.
In the TT this sentence has been split into two, both with 18 words. The ST sentence consists of two main clauses, and the sentence is divided between them. The LIX value in this sentence has decreased from 66 to 51.

The subject in the first main clause in the ST is a thirteen words long noun phrase: *The impact of all this activity on conflict reduction and improved community relations.* In addition, six of these words are defined as long. Several structural changes have been made. The first TT sentence starts with *Det är svårt att bedöma* i.e. with the formal subject *Det* first, then *är svårt att bedöma*, which is placed after the long subject in the ST. In the TT the long noun phrase has been changed into a clause *om all denna aktivitet leder till minskade konflikter och förbättrade relationer i samhället*, including the active verb phrase *leder till* i.e. a transposition. The ratio between the number of nouns and the number of verbs has decreased from 2.5 in the ST to 1.6 in the TT.

In the ST the clauses are connected with the conjunction *but*, and this is translated with the Swedish word *dock* placed after the finite verb in the second sentence, in the TT.

To sum up, one sentence in the ST has become two in the TT. The noun phrases have decreased in the TT and clausal solutions have increased, i.e. transpositions.

### 3.5 Sentence 5

In the ST the following complex sentence includes 57 words:

If this is the case it is essential to try to obtain as clear an understanding as possible of the roles and attitudes of different social, economic and geographical sub-groups across Northern Ireland in order to begin to piece together the complex jigsaw of expectations, antagonisms and alliances from which new structures will have to be built.

In the TT this sentence has been split in two, with 32 and 24 words, respectively. The ST sentence is composed of a main clause and embedded dependent clauses. The last part of the
sentence is a subclause including an explanation of why *it is essential to try to obtain as clear an understanding as possible*. In the TT, this subclause forms a sentence of its own. The LIX value has decreased from 85 in the ST to 55 in the TT.

The noun phrase *the roles and attitudes of different social, economic and geographical sub-groups across Northern Ireland* includes a preposition phrase namely *of different social, economic and geographical sub-groups across Northern Ireland* as post-modifier to *the roles and attitudes*. In the TT, this post-modifier has been changed into the clause *som finns inom olika sociala, ekonomiska och geografiska undergrupper i Nordirland*, i.e. transposition.

The ratio between nouns and verbs in the sentence has decreased from 1.1 in the ST to 1.0 in the TT.

In the case of connectors, a few changes have been made. When turning the subclause from the ST into a complete main clause in the TT, the expression *Detta är viktigt* is added. In addition, the demonstrative pronoun *Detta* refers back to what is said in the first sentence and *är viktigt* is a repetition. This construction makes the two TT sentences well connected to each other.

To sum up, one sentence in the ST has become two in the TT. The noun phrases have decreased in the TT and clausal solutions have increased i.e. transpositions. The connectors have an important role in holding the text together and they are more numerous than in the ST.
4 Conclusion

The aim with this paper was first, to translate and adapt a text with long sentences for new readers and make it more readable, and second, to analyse the strategies used to do this. Have these aims been reached? According to the readability index LIX, the text has become easier to read since the value has decreased from very difficult (LIX 64) to difficult (LIX56). Furthermore, the ratio between nouns and verbs also decreased in all the sentences analysed, which indicates that the text is more readable. Notice that the text still is regarded as difficult, but since the intended target reader is a university student, this level of difficulty seems appropriate.

Which strategies were used to make the text more readable then? Transpositions were frequently used in this process, for example, nouns were changed into verbs, and in this way long noun phrases were changed into clauses with active verbs. Modulations were also used; especially abstract nouns were changed into more concrete ones and, sometimes, the perspective were changed, when finding new subjects to the divided sentences.

Some of the long sentences in the text have been broken into two or more shorter ones and in this process the importance of the connectors increased to keep the information together. This was accomplished by, for example, linking words, anaphoric pronouns, and repetition of expressions.

Both the readability index LIX and the ratio between nouns and verbs in the text proved useful when analysing the level of difficulty of the texts.
5 References

Source text

Printed sources

Internet sources